DOCUMENT RESUME

ED 309 997 SE 050 843

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TITLE Writing To Learn Mathematics and Science.
REPORT NO ISBN-0-8077-2962-0
PUB DATE 89
NOTE 328p.
AVAILABLE FROM Teachers College Press, 1234 Amsterdam Ave., New York, NY 10027 ($31.95).
PUB TYPE Collected Works - General (020) -- Guides - Non-Classroom Use (055)

EDRS PRICE Document Not Available from EDRS.
DESCRIPTORS Cognitive Development; *College Mathematics; *College Science; *Content Area Writing; Higher Education; Mathematics Education; *Mathematics Instruction; Problem Solving; Science Education; *Science Instruction; Secondary Education; Secondary School Mathematics; Secondary School Science; *Teaching Methods

ABSTRACT

The emphasis on writing in the teaching of mathematics and science can empower teachers to reach all sectors of the pupil population. The use of ordinary language can help break the cultural barriers that have prevented minorities and women from achieving well in proportionate numbers in these fields. This volume focuses on pedagogical issues of using ordinary language to teach science and mathematics. Topics addressed by the 23 collected papers include: (1) general issues; (2) writing as problem solving; (3) applications in the classroom; (4) program policies; (5) learning in context; and (6) some responses to this method. (CW)

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